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ABSTRACT

This pamphlet is designed to inform the parents of disadvantaged elementary and secondary school students of the provisions of ESEA Title I, and of the possible abuses of Title I funds which might otherwise be allocated to the direct improvement of their children's education. Its contents include: parents' guide to ESEA Title I: what it is and what it means to you; the best uses of Title I; parent power and Title I--the power role that parents must play in respect to Title I, and why; strengths within the law; the requirement and nature of advisory committees in Title I schools--questions that need answers; common abuses of Title I; the importance of advisory committees; monitoring Title I--questions that need answers; how to file a complaint; and, Title I information resources. (JM)

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PARENT POWER & TITLE 1 ESEA

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NATIONAL URBAN LEAGUE
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Preface

The Elementary and Secondary Education Act (ESEA) of 1965 was not the first law providing Federal funds to local school systems, but it was and is perhaps the most significant. After decades of debate for and against massive Federal aid to education, this bill was finally enacted into law.

Title I of ESEA has provided well over a billion dollars each year since enactment for educational programs for educationally disadvantaged children of low-income families. These new monies were a windfall unlike any other to most school systems.

The great push was on to mount "innovative" programs, hire additional staff, purchase materials and equipment for which there had never been enough money before. In all of the excitement and rush, school administrators all across the country forgot to keep one central fact in mind, and that is that the *money was to be spent on poor children.*

Six years later we find much of the same kind of forgetfulness. This isn't too surprising since the poor have always been easy for public officials to forget or ignore.

It is possible that school administrators, the Board of Education, teachers and other public servants in your community responsible for carrying out not only the letter but the intent of the law have failed to keep poor children and their families clearly in their thinking as they planned, developed, and implemented programs to be funded with Title I monies.

It is hoped that this pamphlet will stimulate parents and other interested citizens to look very carefully into how Title I funds are being spent in your community.

If there are any questions about whether the funds are used inappropriately or ineffectively, it is your action that will change things; that will help your public servants to become law-abiding, and that will assure that the children who need help most will get it.

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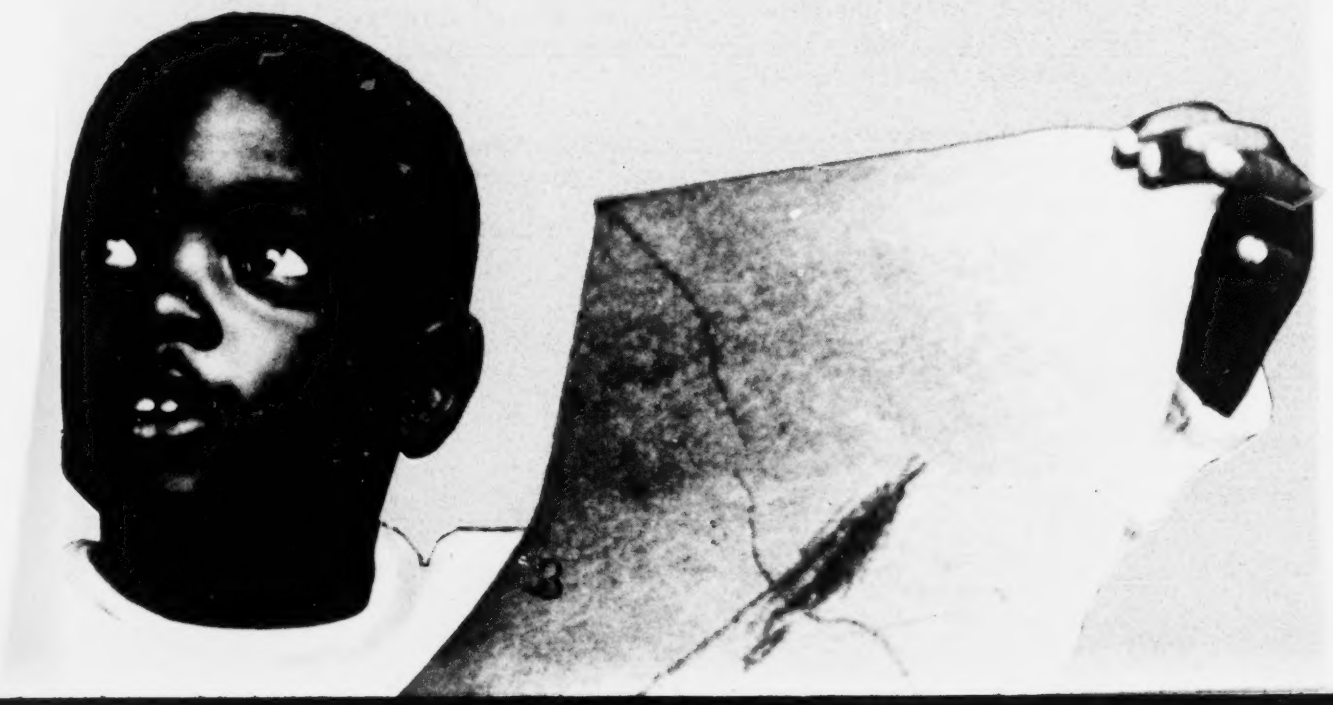


PARENTS' GUIDE TO TITLE I—ESEA

A good education is one of your greatest hopes for your children, but if you are poor and locked into the ghetto or a poor rural community, the odds are that your children are attending poor schools and getting an education that is far less than you want for them.

At the present time, one of your best bets for improving the education of your children is provided by Title I of the Elementary and Secondary Education Act. But making Title I work means that you, and other parents you know, have to take a hand in things and put on some real pressure. Parents have a powerful role to play in making Title I work.

This manual is designed for your information. We hope it will enable you to make changes in your local school system that will benefit your children and that it will give you a good idea of the ways most likely to produce change. We hope that after you've read it you'll take action.

Title I Is...

The Elementary and Secondary Education Act (ESEA) of 1965, and its subsequent amendments, is a Federal law that puts Federal funds into local school districts for special educational programs. Title I is the portion of the law that provides funds for upgrading the quality of educational programs in locations with large numbers of children in families who have severely limited incomes. Much of what you read will label children "educationally disadvantaged;" the programs will be called "compensatory" or "remedial." The areas and schools where Title I programs are operated are called "target areas" or "Title I schools."

The following brief statements might help explain the significance of Title I, ESEA to the improvement of educational opportunities for your children.

- Well over one billion dollars have been spent in Title I programs in each of the past several years.
- Sixteen thousand school districts have participated.
- Approximately 8 million children have received assistance through Title I programs.

Now this is a great deal of money, though not enough to meet the needs. The 16,000 local school districts which are eligible to receive funds come to more than half of all the school districts in the country. The 8 million children who receive Title I services is less than half of the estimated number of children from low income families who need help.

What It Means to You

Title I is of importance to you because its purpose is to provide a good education for the children of poor families. As a parent of a child or children in Title I programs or who are eligible to be in Title I programs, you have a responsibility to assure that the monies which are available to your school district and your school are placed in the right schools and are meeting the needs of the children in those schools.

You may ask why you have such responsibility? Aren't there people who are paid to carry out the intent and purposes of the law?

The answer, of course, is yes, there are people paid to do this. But they are human and, therefore, are subject to pressures from all sides. Your involvement as a parent constitutes "pressure" in your child's interest.

Title I must not be allowed to fail. It must succeed and lay the groundwork for still further programs and equalize educational opportunity.

Title I has been abused in many ways and in many places, but school systems in which it has been well used show what can be done.

THE BEST USES OF TITLE I

The best Title I programs have stressed small class size (sometimes no more than five pupils to.one teacher), offered extensive services designed to analyze learning problems and utilized many types of teaching aids. The idea has been one of smaller classes, combined with counselors, social workers, psychologists and nurses in support of well trained and dedicated teachers. A large portion of the money in good Title I schools for reading programs has gone for hiring additional, well trained teachers in order to make small classes possible and for hiring aides, frequently parents, which make it possible for the teacher to spend more time with each chiid. Where Title I funds have been well used, progress in reading has usually been notable.

In addition, many schools have developed tutorial systems in their reading programs, with one or two pupils for each adult or older child who is serving as a tutor. This is expensive, but results are greatest where the concentration of resources (teachers, instructional materials and equipment) is greatest. Grants of $2 and $3 million can easily dissolve into less than $100 per pupil per year, an amount that fails to produce much in the way of results. Clearly there are difficult choices to be made in program planning in Title I schools. That is why you, and other parents like you, need to be in there helping to make such choices.

One of the greatest difficulties facing the teachers of Title I children is that of creating and maintaining high expectations for children with minimal skills. In addition, many students see little evidence that academic study will change their life opportunities or their income as adult. Therefore, many Title I programs recognize that nearly everyone in the community, whether store manager, auto mechanic or trombonist can contribute something to a youngster's education. Title I programs have brought the neighborhood butcher, the community banker and the corner druggist into the classroom to explain his occupation to grade school children. In addition, Title I has put parents in the classrooms as volunteers or paid teachers' aides. These forces assist the child in connecting his school experience with his community. They also help to ease the teacher shortage by increasing the number of adults per pupil in the classroom.

Not only are these informal teachers being brought into a new relationship with the schools, but professional educators are also increasing their efforts to recruit and train a new breed of teachers who will have a deeper understanding and sensitivity to the Title I child, be expert at analyzing his learning problems and skilled in stimulating and holding his interest.

In the same vein, to broaden the child's horizons, classes are moving out of the classroom. They are being held in laboratories, museums, concert halls, theaters, even on the sidewalks. The school day, week, and year are growing longer and more meaningful. Summer programs that expand the 9-month school year to 12 months help prevent the learning losses that regularly occur during school vacations.

The dropout rate in successful Title I schools has decreased and increasing numbers of Title I children are continuing their education beyond high school. In some schools, special subjects, work study programs and basic skills courses have been developed to get dropouts back into school again with instruction that will qualify them for good jobs. Some schools stress special activities designed to improve attendance (the child can't learn what the school offers if he isn't there).

One school established a "living library" of plants, toads, snakes, turtles, spiders, lizards and a collection of insects—all available for overnight check-out. It created interest in plants and animals and led to reading more books about them. Title I has also stimulated many efforts in early childhood (pre-school) education. Typical pre-school programs stress language development and readiness activities, with health, nutrition, psychological and social work support, along with extensive involvement of the parents of the children.

Title I has also led to a greatly increased development and use of programmed teaching materials designed for the special interest of Title I children which permit the child to learn at his own speed under the guidance of the teacher, who, in turn, can more easily spot any learning problems the child may have.

These and similar things are what Title I is for. It is *not* for paying teachers (who are already paid out of other funds); it is *not* for administrative costs in the school system (which were already provided for before Title I funds came into being); it is *not* for school lunches (there are other funds for that, too); it is *not* for medical services (there are special funds for those, too); and it is *not* for stocking up on equipment and supplies for the use of the entire school district. Title I funds are, by law, strictly for the educational benefits of poor children and, even where poor children are concerned, Title I funds are *not* to be used for things when other funds are available.

PARENT POWER AND TITLE I

What is the powerful role that parents must play in respect to Title I and why? The answer is simple. Title I has been widely abused, with money misspent (sometimes in the ways indicated above) with the result that the academic achievement of your children is not as good as it ought to be and as the law intends it to be. If Title I is to succeed in its mission, parents and concerned people in the community must take action.

As a parent, you must first become aware of both the positive uses and the abuses of Title I. You, and other parents like you, must learn what Title I's strengths and weaknesses are at the local level in order to know how to recognize when it is being abused and in order to know what changes you have a right to demand.

STRENGTHS WITHIN THE LAW

The greatest single strength of Title I is what it can do for your children if it is properly used. Properly used, it can change your child's whole education expectation and his prospects for the future.

But there are other strengths within the law and these are designed for the protection of your child's right to a good education. These, however, only have meaning if you, and other parents, exercise your right to fight for a good education for your children.

First of all, the law specifically calls for "maximum involvement of parents" and the guidelines recommend that *each* Title I school have an advisory committee on which parents of Title I children are heavily represented. At least 50% of the members of a Title I Advisory Committee must be parents.

The main functions of the advisory committee are:

1) to analyze the educational problems of the school
2) to develop programs to meet the needs of the children
3) to determine what the budget for these programs should be, and
4) to continuously evaluate the program in action.

In other words, parent members of an advisory committee are supposed to participate *fully and totally* in planning the program, making proposals, writing the budget and evaluating the program. Involvement of parents in this fashion is the greatest single hope for the future success of Title I.

In many communities, however, advisory committees have *not* been formed, despite the requirement in law. Where this is true one of the first things you need to do is to insist on the formation of an advisory committee in *each* Title I school.

Secondly, the law says that you can examine all records and files on Title I programs. You have a right to read the records and make copies if you want to at a reasonable cost. School administrators are forbidden, by law, to "lock" the files or keep them from the public. They should be located at your Board of Education but you'll probably have trouble getting to see them, regardless of the law. Some school administrators will tell you they don't have them or that they're not open for public inspection. One way to approach this is to find other community groups, such as the Urban League, the League of Women Voters, the National Welfare Rights Organization or OEO Legal Services to help you.

If, after you have read the files, visited classrooms for first-hand observation, and talked with school people, you are dissatisfied with what you find, or if you are denied access to the files, you are entitled, by law, to file a complaint or complaints. If you don't get satisfaction that way, you are entitled to ask for a Federal review team to visit your school district.

QUESTIONS THAT NEED ANSWERS

1. Is there a district-wide parent council in your district?
2. If so, when was it established?
3. Who are the members?
4. How were they selected?
5. Do parents make up more than 50 percent of the council membership?
6. Are any of the parents employed by the school system?
7. Are the parents representative of all parents?
8. How was the council involved in the design of the proposed project?
9. What recommendations did they make about the proposed project?
10. Were their recommendations, if any, accepted and incorporated into the project application?
11. What ways have been established for parents' complaints to be heard?
12. How are complaints resolved?
13. Is there a regular schedule of meetings of the council?
14. How often do they meet?
15. What happens at meetings of the council?
16. Are there opportunities for non-member parents to express their views about the program?
17. Does the council communicate the concerns of parents to school personnel? How?
18. What action is taken to address the complaints of parents?
19. Are council members and other parents informed about program planning?
20. How are council members and other parents involved in the operation of the program?
21. Is there a parent training program?

With these twenty-one questions as a start, you will think of many others as you begin investigating the programs. Make your own list of questions and take them with you. As you get answers, make notes. Review them with friends and other parents. When you find you want to act on a problem, it is always easier if you can call on other people who are as well informed as you are.

COMMON ABUSES OF TITLE I

Title I is full of hope, but it has been abused by many. You need to know about the abuses in order to act. During its first five years, millions of dollars have been misused and millions more have been used for programs that haven't resulted in making the education of poor children any better. The result is that tens of thousands of children from poor families have failed to receive the benefits the law intends.

WHAT TO LOOK FOR

The most common abuses of Title I money are listed below. You can recognize them and others by examination of the files, visiting classrooms and by talking, formally and informally, with people in the school system.

1. Perhaps the most common abuse of Title I is the practice called general *aid*. This means that Title I money is being spent, as the law requires, for the educational assistance of poor children alone. General aid means that Title I money is being used for the benefit of the rich as well as the poor.

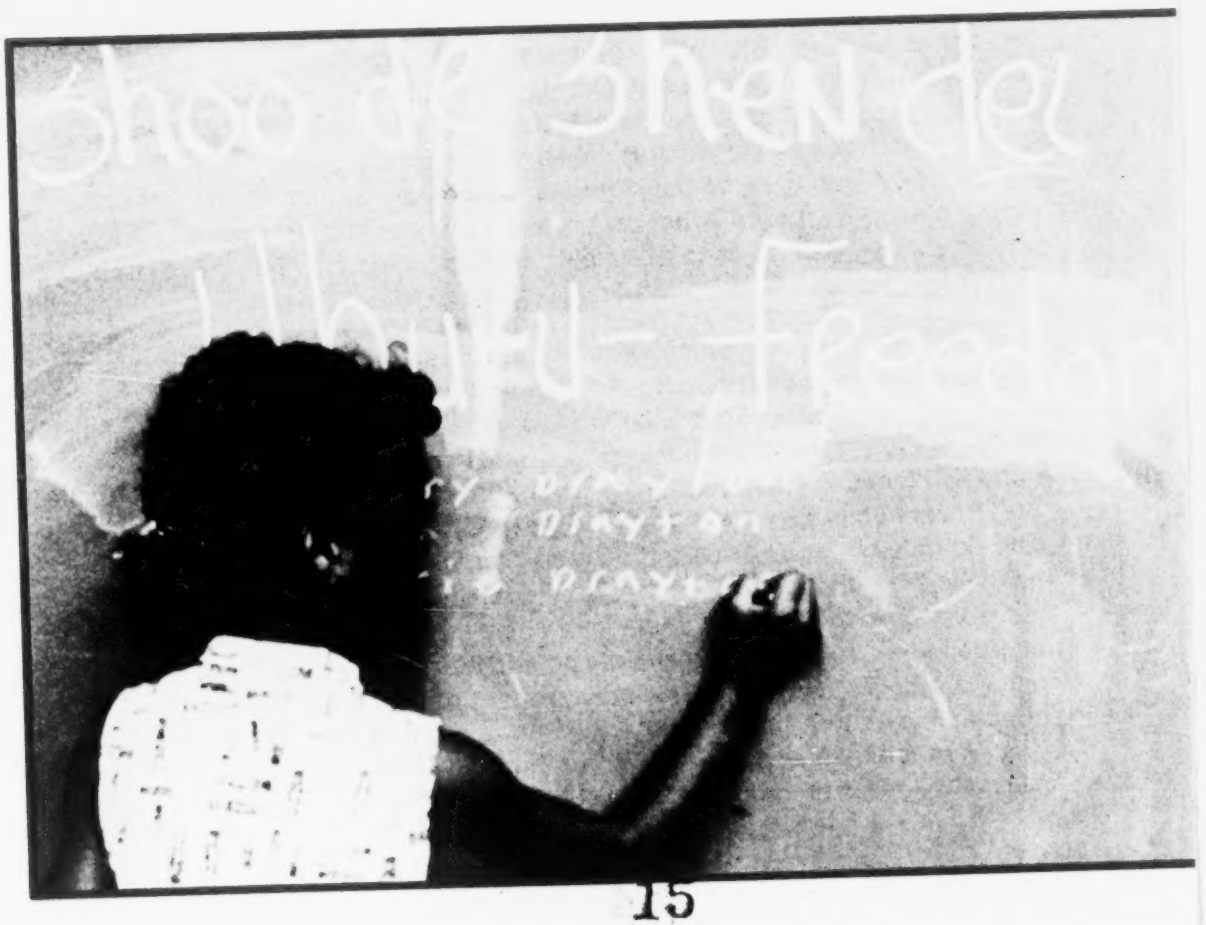
Examples of general aid have been found in communities, large and small, all over the country. Typical examples include materials and equipment bought and operating costs paid for with Title I money for schools in the entire school district. In some cases, Title I money is used to pay the salaries of people who are in no way involved in Title I projects, such as swimming coaches or teachers assigned to general duties.

2. Another common violation of Title I is called *supplanting*. Title I funds are to be used *in addition* to state and local money, not instead of it. When Title I money is used in a Title I school and state and local money is withdrawn, *this is supplanting*. Title I money is supposed to add to, not replace, state and local money. Some school systems use Title I money to pay for programs which were already being paid for with local funds, so that nothing new was added either in terms of money or new programs. In some cities, construction of classrooms has been paid for with Title I funds.

A second abuse occurs when Title I money is used to pay for things which should be paid for out of other funds. For instance, the *National School Lunch Program of the Department of Agriculture pays for school lunches.* Still, in some places, school lunches are paid for out of Title I. *The Society for the Prevention of Blindness provides glasses for poor children.* They should *not* be paid for out of Title I. Medical services are provided free for children receiving *Aid to Dependent Children* and should not be paid for out of Title I. In short, *all* available funds should be used to provide comprehensive services for poor children — academic, medical and cultural. If the above institutions are not providing the services they're supposed to be providing, get after them, too. Title I is for education.

3. Two more basic abuses lie in the area of *construction* and *equipment*. Title I money is not to be spent either for construction or equipment unless it is directly connected with a Title I program. In spite of this many school districts have used Title I money to stock up on large amounts of educational equipment and instructional materials which have nothing to do with any Title I program. School districts have also used Title I money to construct or rent facilities which were not related to Title I programs. In short, in many, many school districts, Title I money is used for purposes which have nothing to do with raising the academic achievement of your children. The above list is far from complete, but it should give you a good idea of what to look for when you start examining Title I records, visiting classrooms and talking with people in the school system. If you need more information, there is a list of additional materials at the back of this manual.

Now that you have some idea of the uses and abuses of Title I, what can you and other parents do to see that Title I offers your children everything it is designed to offer them?



THE IMPORTANCE OF ADVISORY COMMITTEES

The most effective force for change is the combined pressure of parents and other interested members of the community, forcing school officials to respond to the intent of the law and the Congress. The best arena for action is the *advisory committee.* It must be remembered, however, that although Title I requires each school district to involve parents through advisory committees, there are many communities in which this just doesn't happen. *FOR PARENTS TO BE MOST EFFECTIVE, ADVISORY COMMITTEES MUST EXIST IN EVERY TITLE I SCHOOL.* Moreover, there should be a city-wide advisory committee made up of representatives of the advisory committees from each Title I school, again, with at least half the membership made up of parents.

Title I regulations include the following regulations for parent involvement:

1. The parents on the council are to be furnished free copies of the Act, the State and Federal regulations and other recent pertinent information which might include:
    a. the current Title I project application
    b. previous applications
    c. evaluations of completed and on-going projects
    d. plans for future projects
    e. information on when, where, and how plans and programs are being developed, etc.
    f. reports on audits of the programs, if any
2. The Council should have adequate opportunity to consider information on the needs and the programs designed to meet those needs and to make recommendations on those needs which should be addressed.
3. The council should review the information available and the evaluation of previous Title I programs. It should be aware of the performance standards by which the programs are to be judged.
4. All parents (not only members of the councils) in each project area are to be informed and consulted on the services to be provided and on ways they can help their children to realize fully the benefits of those services.
5. All parents of children to be served must have the opportunity to present their views to the appropirate school personnel and to the parent advisory council concerning the project application before it is submitted to the State education agency for funding.

The real way to be sure that you get what you want for your children is to be there when the program is being written, when the decisions are being made.

When advisory committees do not exist, the community must insist that they be formed. This means bringing pressure to bear on school officials. If you bring pressure to bear and that fails, you and other parents like you, should form your own committee and send your proposals directly to education officials at the state level (but only after you know clearly what the situation in your school is).

*The advisory committee is a forum for parents to set educational priorities for their children, not a tool of the system, so there is no need to wait on the system if officials are putting obstacles in your way. At that point, go over their heads. If there *is* an advisory committee for your child's school, check to see if it is a rubber stamp for the principal, approving anything he proposes.

If it is, request that the new people be placed on it. If the community is behind you, very likely you'll get results. Or, again, you may decide to form a completely new committee of concerned parents on your own. A new committee can gain recognition from the State Title I office by sending in its judgment of the Title I program in the school and recommendations for improving it.

If, however, the advisory committee is formed, functioning well but engaged in a power struggle, you should form a group to support the people who are in there fighting for what you want. Support these enlightened members of the advisory committee. Feed them information. If you hear things, or learn things, that don't sound right, tell parent members of your advisory committee about them.

If an advisory committee exists in your child's school, whether you are on it or not, see that parent members establish communications with other community organizations. When supporters of Title I are united with supporters of other community improvements, all of you gain strength.

So, whether you are on an advisory committee, fighting to establish one or working in support of parent-members already on an advisory committee, you and other parents like you, need to find out exactly what the situation is in the school your children attend. This is called monitoring Title I.

MONITORING TITLE I

Monitoring Title I means finding out what's happening; and if you don't like it, or if it is in violation of the law, doing something about it.

As noted earlier, the best procedure for finding out what's happening is to read the Title I files, visit some classrooms for firsthand observation, talk with school officials, teachers and administrators, formally and informally, on the basis of what you've learned in the earlier steps, and talk with your local Title I coordinator.

Some of the questions you'll want to answer for yourself are:

How important are the courses the children are taking? Does the teacher's attitude destroy the child's interest in learning? (many teachers expect children in low-income communities to grow up to do unskilled labor anyway so they don't care very much what the children learn or whether they learn at all)

Does remedial reading or special education really help or does it condemn the child to an inferior education?

Is there a tutoring program?

Is it good?

Do non-English speaking children get the help they need?

Do children need more field trips or more books, or more of both and less counseling?

You want to know the answers to all the questions that have to do with whether or not the children are getting what they need. Their interests come first, not the interests of the teachers or the Board of Education or the company that sells special school equipment.

Another question that you should begin to look into has to do with the Comparability Amendment to Title I, which goes into effect on July 1, 1972. Comparability means equality between schools in the same school system in all respects, the amount of state and local money being spent, the services offered, the equipment available and the kind and number of people employed within each school (the number of teachers, as compared with the number of pupils, for instance, the number of counselors, psychologists, etc.). In some states, both North and South, the amount of state and local money for each pupil is nearly always less in Title I schools (usually black) than in non-Title I schools (usually white).

The Comparability Amendment means simply that Title I schools and non-Title I schools are to be treated equally in all respects. One of the major problems that poor children face in school is that they are not getting equal treatment in the school system.

You should begin to collect information now comparing how much is spent in each school on each child and what services and equipment are being provided. Again, you go to the files, visit the classrooms and talk with people, formally ar J informally, in the school system to get the information you want. If less local and state money is being spent in your school than in non-Title I schools, the law is being violated and, as of July 1, 1972, Title I funds can be withheld from your school district until school officials prove that expenditures in the schools are equal.

There are a number of other things to be explored.

1. explore the working relationships between Title I money and other federal and state money for education and see how they can be combined for the best possible results.
2. see that programs are strengthened to create and develop new careers in your school system.
3. press for new methods of training teachers and for money to retrain and re-orient school staff in line with the goals you've set.
4. press for effective Title I monitoring by the federal government as well as by parents; and *for funds to train parents to evaluate Title I programs.*

In getting down to cases, start with the files. If you are not allowed to see them, this is the basis for a complaint, one of your most valuable weapons in your fight for Title I.

The files will tell you what programs are underway and how money is being spent. You should look at the listings of equipment purchased becaused this is a common way of misusing Title I funds.

You should read the project completion reports and program evaluations in order to compare what you see in the classrooms with what has been reported and to determine for yourself what has been achieved. If there are local advisory committees, you should read their reports. You should also read the amended project applications and the budgets for them.

You cannot see the records of individual children in the program, except for your own, but you can find out how many children are in Title I programs in which schools, and what those programs are supposed to do. (You can see group scores in reading, etc). And you cannot see the records of teachers in Title I programs, but you can find out how many teachers there are, what they teach, where they teach it and when. You can compare achievement levels in your schools with other schools in your city.

It is of particular importance to read the program evaluations in your school which are meant to provide the basis for making changes in old programs and establishing new programs. However, too often, it is filed away gathering dust, and new programs are begun which have all the faults and weaknesses of the old ones. Remember that evaluations have meaning *only if the right questions* are asked at the right time and that parents should be involved in forming the questions to be asked, hence the need for advisory committees. A system for fair and reasonable evaluation should be built into the program at the beginning, the day that program planning starts.

Program plans should also clearly outline what changes are expected to occur in the children who take part in the program. If improved skill is the aim, the plan should clearly state how much improvement is expected and the evaluation should determine whether or not the goal was achieved. In short, the evaluation should let you know how successful the program was in reaching its goals. If it was not successful, then it is your business to find out why and do something about it.

All this may sound complicated, but it is only a process of comparing what you read in the files with what you learn from other sources and what you see in the classroom. Then, come to your own conclusions.

QUESTIONS THAT NEED ANSWERS

1. What information was used to determine the target area or the location of the greatest concentration of poor children in need of special programs to increase their educational achievement?
2. Are the Title I programs concentrated in the areas of greatest need?
3. What were the criteria used in selecting the children to participate in Title I programs?
4. Are there non-eligible children in each Title I site?
5. How do services to poor and non-poor children differ?
6. Is there a difference in the amount of non-Federal money spent to educate poor and non-poor children in your district?
7. If so, how much? Which group gets the higher amount? How does the district justify the difference?
8. How were the special needs of eligible children determined?
   a. prior school records
   b. standardized testing
   c. teacher comments, etc.
9. Were parents involved in deciding on the special needs of the children? How?
10. How were the priority needs established?
11. How were programs selected to meet those priority needs?
12. What are the stated objectives of the programs? (Or how are the children expected to perform as a result of having participated in the program.)
13. How are the instructional activities different from regular classrooms?
14. Are there non-instructional or supportive activities as part of the project design?
15. If so, what are they?
16. Are they likely to increase the educational achievement levels of the participating children? Why or why not?
17. Are the Title I programs different and yet complementary to the regular school program?

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18. Is the project staff appropriate? Does the project appear to be over-staffed, understaffed or appropriately staffed in line with the objectives and goals of the project?
19. Are there teacher aides, social work aides, and/or other professional staff employed in the project?
20. Is there provisions for staff training?
21. Is there joint training of professional and paraprofessional staff?
22. Are the paraprofessionals employed by the project parents of participating children? Or do they live in the target area?
23. What equipment, if any, has been purchased for the project?
24. Is it used only for the project?
25. Is it necessary to achieve the objectives of the project?
26. Is similar equipment available in non-project schools in the system? If so, how was it purchased?
27. Are the project sites supplied with at least the same quantity and quality of materials, supplies and equipment as non-project schools?
28. Has Title I funds been used or are there plans to use Title I funds for construction or renovation? Are funds not available from other sources for this purpose?
29. How much, if any, information has been given to parents and the general public about the local Title I program? How useful it is?
30. How do administrators, teachers and support staff respond to your questions and concerns?
31. How successful were previous Title I projects in your district?
32. Do parents of children in previous projects feel positive about their experiences?

Again, the questions listed above are but a few of those you may find you need to have answered if you are to really know whether or not your child is receiving the full benefits of Title I funds available for programs in your community.

HOW TO FILE A COMPLAINT

If, when you've explored the situation, you and other parents have decided that funds are being misused or that Title I programs in your school are poor, *file a complaint with the state superintendent of education.* A program is poor and ineffective if it is not meeting the serious educational needs of your children. It is ineffective if Title I money is being spent on reading and the children can't read any better after money has been poured into the school or if the children need reading and are getting arts and crafts instead. In an area with many Spanish-speaking children from poor families, the program is ineffective if they are not getting help to meet their language needs. Just remember, it is important to file complaints if you are dissatisfied with any aspect of the Title I operation — program content, the bookkeeping system, the process of evaluation, or anything else.

When your information is complete and you feel certain that you have uncovered one or more violations of Title I regulations, draw up a formal complaint clearly stating the facts in detail. The complaint should be sent, with a covering letter demanding an investigation, a program review and an audit, to your state superintendent of education, with copies to certain federal and other officials and to newspapers, radio and television stations within a wide range of your community. It is the state and federal education officials who have the legal responsibility for seeing that Title I funds are spent properly and that the program is operating in the way that Congress intended it to, but you should send copies to the other people listed here to help create pressure for change.

Send copies of your complaint to everyone listed below:

1) the state superintendent of education, State Capitol
2) the state Title I coordinator — State Capitol
3) your local Title I coordinator or director of federal projects, Board of Education in your city

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4) The Honorable Elliot Richardson, Secretary
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

5) Dr. Sidney Marland
Commissioner of Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

6) Mr. Richard L. Fairley, Director
Division of Compensatory Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

7) each member of your local school board

8) the mayor of your city

9) the governor of your state

10) your state representatives

11) your Congressman

12) both of your United States Senators

13) every newspaper, radio and television station within a wide range of your community

14) your local Urban League

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When a complaint is received by the state superintendent of education, he should tell your local superintendent of schools to hold a public hearing and to answer the complaint in writing. The school superintendent's answer and his report of the hearing will be sent to the state superintendent of education and then to education officials in Washington, D.C. Eventually, they will be forwarded to you. If the state superintendent does not answer, if the answer is not satisfactory or if the hearing was a joke, you should write directly to the U.S. Office of Education, clearly stating your objections and asking for a federal review team to visit your school district. This is the appropriate action to take if things have not changed and your group cannot, at that point, get any further action locally.

Very often, however, you will find that the mere act of filing complaints will focus community attention on the issues you raise and involve the community in planning new approaches and making changes where changes are needed. *The complaint is an invaluable tool in your battle to get Title I to work in the best interest of your children.*

As you proceed you may feel you need a lot of expert advice, but most of the time, good common sense will tell you whether the goals of the program are good and whether money is being well spent. If you do want to get advice, however, there are a number of agencies you can contact. The National Urban League, 55 East 52nd Street, New York, New York, 10022 or the Urban League in your city, will help you in monitoring Title I. The Washington Research Project, 1823 Jefferson Place, N.W. Washington, D.C. 20036, is a source of information and help. The NAACP Legal Defense and Educational Fund, 10 Columbus Circle, New York, New York 10019, also has a great deal of information and expert guidance to offer in connection with Title I. A fourth possibility is the National Welfare Rights Organization, 1419 H Street, N.W. Washington, D.C. 20005.

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Finally, the most important thing you can do for the benefit of your children's education is to take every step possible to strengthen the role and influence of parents in the design and monitoring of Title I programs. Pressure for its proper use *must* come from the community. If parents are indifferent to Title I, the chances for its improvement are slim. Parent power is the one sure way to get the changes necessary to be sure that your children get the education you want them to have.

Your child's education is a most serious matter. You cannot and should not leave it to chance. Get involved!

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TITLE I
INFORMATION RESOURCES

A Series of Statements. (Concerning specific Title I programs in New York; abuses observed; evaluations.) Citizens Committee for Children of New York, Inc., 112 East 19th Street, N.Y., N.Y. 10003.

A Litigation Packet for Title I of ESEA. (A legal approach to Title I.) Harvard Center for Law and Education, 38 Kirkland Street, Cambridge, Mass., 02138. $3.00

ESEA Title I Evaluation Reports. (90 separate reports, in five volumes, on Title I programs in New York.) Center for Urban Education, 105 Madison Avenue, New York, New York 10016.

Hearing Before the Board of Education, **1969.** By Marge Benjamin Center for Urban Education, 105 Madison Avenue, New York, New York 10016.

On-Site Visits. (A handbook for state education agency personnel to use while monitoring Title I programs in local education agencies.) Division of Compensatory Education, U.S. Office of Education, Spring 1971. 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Power to the People Through Title I? Maybe. (A special issue on Title I and Parent Participation, citing legal actions taken.) Harvard Center for Law and Education. 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Title I Program Guides. Elementary and Secondary Education Act. (Guidelines issued by the Commissioner of Education to aid in the implementation of Title I.) Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20202.

Title I in Your Community. (A kit for community use including a manual, a sample complaint, a report on Title I abuses and program guides.) NAACP Legal Defense and Education Fund, Inc., 10 Columbus Circle, New York, New York 10019. $1.50.

Title I of ESEA, Is It Helping Poor Children? (A report on how Title I money has been spent and how Title I has been administered at the local, state and federal levels.) Washington Research Project, 1823 Jefferson Place, N.W., Washington, D.C. 20036 and the NAACP Legal Defense and Educational Fund, Inc., 10 Columbus Circle, New York, New York 10019.

The Elementary and Secondary Education Amendments of 1967.

The Title I Situation, **1971.** (A re-examination of Title I and what it means in terms of National Rights organizing and the rights of poor people.) National Welfare Rights Organization, 1419 H. Street, N.W., Washington, D.C. 20005.

NATIONAL URBAN LEAGUE
55 East 52nd Street
New York, N.Y. 10022

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